



CALIFORNIA HIGH-SPEED RAIL AUTHORITY

APRIL 2012



*Edmund G. Brown Jr
Governor
State of California*



LIMITED ENGLISH PROFICIENCY PLAN

The California High-Speed Rail Authority is committed to communicate effectively and provide meaningful access to limited English proficient (LEP) individuals on the Authority's programs, services and activities. The Authority shall provide free language assistance to individuals whom we encounter or whenever an LEP individual requests language assistance on the Authority's high speed rail project. This commitment will serve to inspire non-discrimination and equal access.

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LIMITED ENGLISH PROFICIENCY PLAN

Table of Contents

I. INTRODUCTION AND POLICY STATEMENT	2
A. California High-Speed Rail Project	2
B. Limited English Proficiency	2
C. Limited English Proficiency Policy	2
II. LEGAL AUTHORITIES	3
A. Federal	3
B. State	3
III. LIMITED ENGLISH PROFICIENCY PLAN	3
A. Language Access Responsibilities	4
B. Self-Assessment and Language Assistance Measures	7
C. Training	14
D. Monitoring and Updating the LEP Plan	14
E. Definitions	15

ATTACHMENTS

1. LEP NOTIFICATION OF FREE LANGUAGE SERVICE
2. "I SPEAK" DOCUMENT
3. VITAL SPANISH TRANSLATED DOCUMENTS
4. LEP REPORTING FORM

For individuals with sensory disabilities, this document is available in Braille, large print, audiocassette, or computer disk. To obtain a copy in one of these alternate formats, please contact:

California High-Speed Rail Authority
Attn: Title VI Coordinator
770 L Street, Suite 800
Sacramento, California 95814
(916) 324-1541--Voice
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I. INTRODUCTION AND POLICY STATEMENT

A. California High Speed-Rail Project

The California High-Speed Rail Authority (Authority) was established in 1996 and is the State entity responsible for planning, constructing and operating an 800-mile high speed rail system. The planned system will connect urban centers from San Francisco, Los Angeles, San Jose, Fresno, Anaheim, San Diego, Sacramento and Riverside. The ridership will serve a population in California estimated to be over 50 million in a couple of decades and a diverse population with limited English proficiency.

B. Limited English Proficiency

Limited English Proficiency (LEP) is a term used to describe individuals who do not speak English as their primary language and who have a limited ability to read, write, speak, or understand English. California is home to millions of individuals from diverse cultures and backgrounds, with limited English proficiency.

On August 11, 2000 President Bill Clinton signed Executive Order (EO) 13166 to, "Improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English proficiency...." This executive order is directed at implementing the protections afforded by Title VI of the Civil Rights Act of 1964 and related regulations. Accordingly, it prohibits recipients of federal financial assistance from discrimination based on national origin by failing to provide meaningful access to services to individuals who are LEP. This protection requires that LEP persons be provided an equal opportunity to benefit from or have access to services that are normally provided in English.

The Authority is a recipient of federal financial assistance from the Federal Railroad Administration (FRA) and is required to comply with EO 13166 to ensure LEP persons be provided an equal opportunity to benefit from or have access to services that are normally provided in English.

The FRA directed the Authority to develop a LEP Plan following the U.S. Department of Justice (USDJ) guidance materials: *Language Access Assessment and Planning Tool for Federally Conducted and Federally Assisted Programs (May 2011)* and *Common Language Access Questions, Technical Assistance, and Guidance for Federally Conducted and Federally Assisted Programs (August 2011)*.

C. Limited English Proficiency Policy

"It is the policy of the Authority to communicate effectively and provide meaningful access to limited English proficient (LEP) individuals on all the Authority's programs, services and activities. The Authority shall provide free language assistance services to LEP individuals whom we encounter or whenever an LEP individual requests language assistance services. The Authority will treat LEP individuals with dignity and respect. Language assistance will be provided through a variety of methods to include: staff interpreters, translation and interpreter service contract, formal arrangements with local organizations providing interpretation or translation services, or telephonic interpreter services."

The Authority shall develop and maintain an LEP Plan in compliance with Title VI of the Civil Rights Act of 1964 and related statutes, Presidential Executive Order 13166 and California State law--Dymally-Alatorre Bilingual Services Act (Government Code Sections 7290-7299.8)."

The Authority will ensure the provisions of the policy and LEP Plan are incorporated into agreements with subrecipients of federal financial assistance.

II. LEGAL AUTHORITIES

A. Federal

Section 601 of Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq., and its implementing regulations provide that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity that receives federal financial assistance.

Executive Order 13166 – Improve access to federally conducted and federally assisted programs and activities for persons who, as a result of national origin, are limited in their English Proficiency....” This Executive Order is directed at implementing the protections afforded by Title VI of the Civil Rights Act of 1964 and related regulations. Accordingly, it prohibits recipients of federal financial assistance from discrimination based on national origin by failing to provide meaningful access to services to individuals who are LEP. This protection requires that LEP persons be provided an equal opportunity to benefit from or have access to services that are normally provided in English.

Improving Access to Services for Persons with Limited English Proficiency, August 2000, and USDOJ’s LEP guidance materials reiterates the requirement to take responsible steps to ensure meaningful access to benefits, services, and information for LEP persons and recommends that the federal recipient develop a language implementation plan consistent with the USDOJ LEP guidance. As clarified by Executive Order 13166 and the resulting May 2011 guidance, national origin discrimination includes discrimination on the basis of limited English proficiency.

B. State

Dymally-Alatorre Bilingual Services Act (Government Code Sections 7290-7299.8) is a California State law enacted in 1973 that requires all State Departments involved in furnishing information or rendering services to the public, whereby contact is made with a substantial number (five percent) of non/or limited English speaking persons, shall employ a sufficient number of qualified bilingual persons in public contact positions to ensure information and services are provided in the language of the non-English speaking person. Each State agency shall conduct an assessment and develop and update an implementation plan. The assessment and updates to the LEP Plan will occur every two (2) years.

III. LIMITED ENGLISH PROFICIENCY PLAN

The Authority’s LEP Plan is designed to assist management, staff and consultants to understand their roles and responsibilities with respect to overcoming barriers for LEP individuals in the Authority’s programs, services and activities. The LEP Plan will provide guidance on translation

and interpretation for LEP individuals seeking access to the Authority's programs, services and activities. The LEP Plan supplements the Authority's Title VI Program Plan dated February 2012.

A. LANGUAGE ACCESS RESPONSIBILITIES

The Authority recognizes key positions have the responsibility to administer the LEP Program within their respective functional responsibilities. The Authority further recognizes it must identify a single point of contact to implement and manage its commitment to adhere to its LEP Plan, policy directives, and procedures to provide meaningful access to LEP persons regarding the Authority's program, services and activities.

Language Access Coordinator

The Authority's Chief Executive Officer (CEO) designates the Title VI Coordinator also known as the Language Access Coordinator to administer the LEP Program. The Language Access Coordinator has direct, independent access to the CEO concerning LEP Program matters. The Language Access Coordinator contact information is:

Language Access/Title VI Coordinator
California High-Speed Rail Authority
770 L Street, Suite 800
Sacramento, CA 95814
(916) 324-1541 Fax (916) 322-0827
TTY: 711

The duties and role of the Language Access Coordinator is to provide guidance and technical assistance to the Authority on LEP matters and has overall program responsibility to develop procedures, monitor for compliance and:

- Conduct an annual Self-Assessment, as described in this plan.
- Conduct a bilingual survey every two (2) years as required by the Dymally-Alatorre Bilingual Services Act.
- Collect and review statistical data (race, color, national origin) on participants in, and beneficiaries of the Authority's programs, services and activities.
- Prevent discrimination in Authority's programs, services and activities.
- Compile an annual, or more often as deemed by the Board; LEP Program summary report on the Authority's program activities, consultants, contractors, suppliers, and the Authority's subrecipients of federal financial assistance compliance with the LEP requirements. The summary report will be submitted to the Authority's Finance and Audit Committee (Board).
- Ensure policy directives include LEP requirements and program procedures have built-in safeguards to prevent LEP discrimination.
- Coordinate the development and implementation of a LEP training program for Authority employees.
- Assist program personnel to proactively implement LEP measures to ensure meaningful access for LEP individuals to the Authority's programs, services and activities.
- Direct Authority programs to initiate self-assessment to determine what types of contact the Authority has with the LEP population in order to provide meaningful access.

- Review and approve LEP information for public dissemination, where appropriate.
- Update the LEP Plan as needed.
- Conduct prompt processing and resolution of LEP complaints.
- Prepare a triennial report on the Authority's LEP Program that reflects accomplishments, policy and implementation changes. The report will be included in the Title VI triennial report that is submitted to FRA.

The Authority personnel and divisions share in the responsibility for ensuring the effective implementation and success of the LEP Program. The Program Management Team, Consultants and Contractors are expected to give their full cooperation and active support to the Language Access Coordinator in this effort. The Authority will utilize the Interdisciplinary Approach to ensure compliance with LEP requirements. Under the Interdisciplinary Approach, the Authority's Program and Project managers, Project Management Team, Consultants and Contractors have the responsibility to work closely with the Language Access Coordinator to administer the LEP Program requirements.

Program and Project Managers

The Program and Project Managers have the responsibilities to:

- Advise the Language Access Coordinator and their respective management and/or Board on LEP issues.
- Ensure the consultant and construction contracts comply with LEP Program requirements in their delivery of contract services for the Authority.
- Ensure the collection and analysis of statistical data to determine that meaningful access of the Authority's programs, services and are activities are made to LEP groups.
- Provide guidance and technical assistance to program staff to prevent LEP problems or discriminatory practices.
- Collaborate with the Language Access Coordinator in coordinating and conducting compliance reviews of consultant/construction contracts and respective program functional responsibilities.
- Provide the Language Access Coordinator with an annual report of LEP accomplishments for the respective functional responsibilities.
- Refer LEP complaints to the Language Access Coordinator.
- Collaborate with the Language Access Coordinator to develop information for public dissemination, and where appropriate, in languages other than English.
- Attend LEP training as provided by the Language Access Coordinator.
- Ensure the LEP Plan is incorporated by reference into the appropriate program manuals in order to ensure that employees are aware of their obligations for compliance.
- Ensure the LEP Plan is incorporated by reference into contract provisions and/or general provisions in order to ensure subrecipients of federal financial assistance are aware of their obligations for compliance.
- Assist program personnel to proactively implement LEP measures to ensure meaningful access for LEP individuals to the Authority's programs and activities.
- Conduct self-assessments to determine what types of contact the Authority has with the LEP population in order to provide meaningful access and services.

Program Management Team, Consultants and Contractors

Program Management Team, Consultants and Contractors have the responsibilities to:

- Develop a working knowledge of the LEP Program policy, practices and procedures including LEP methods of achieving meaningful access of the programs, services and activities to LEP individuals;
- Ensure subconsultants are aware of the Authority's LEP Program policy, practices and procedures including LEP methods of achieving meaningful access of the programs and services to LEP individuals.
- Collaborate with the Language Access Coordinator or its designee to conduct self-assessments to determine what types of contact are being made with the LEP population in order to provide meaningful access and services.
- Assist the Language Access Coordinator or its designee to obtain LEP data records and reports, to include reviewing the documents for compliance with the LEP Program requirements.
- Identify and refer potential LEP issues promptly to the Language Access Coordinator.

Communications Team

The Communication Team has the responsibilities to:

- Maintain the Authority's website with information in languages identified by the Language Access Coordinator.
- Provide project information in multiple medias, such as newspapers, other publications, in languages understood by LEP community groups, as appropriate to the project activities and services.
- Maintain a list of qualified interpreters and translations service Providers for the Authority to retain for LEP services as needed.
- Ensure the collection and analysis of statistical data to determine that meaningful access of the Authority's programs, services and activities are made to LEP groups.
- Provide guidance and technical assistance to program staff to prevent LEP problems or discriminatory practices.
- Collaborate with the Language Access Coordinator in coordinating and conducting compliance reviews of consultant contracts and respective program functional responsibilities.
- Provide the Language Access Coordinator with an annual report of LEP accomplishments for the respective functional responsibilities.
- Refer LEP complaints to the Language Access Coordinator.
- Collaborate with the Language Access Coordinator to develop information for public dissemination, and where appropriate, in languages other than English.
- Attend LEP training as provided by the Language Access Coordinator.
- Assist program personnel to proactively implement LEP measures to ensure meaningful access for LEP individuals to the Authority's programs and activities.
- Conduct self-assessments to determine what types of contact the Authority has with the LEP population in order to provide meaningful access and services.

B. SELF-ASSESSMENT AND LANGUAGE ASSISTANCE MEASURES

The self-assessment identifies language service needs, and evaluates the bilingual, translation, and interpretation resources already available to help LEP individuals access the Authority's benefits, programs, services and information. A self-assessment will occur on an annual basis, through a Four Factor analysis that will assist the Authority understand how LEP individuals interact with the Authority and how the Authority will ensure LEP individuals meaningful access to programs and services.

The self-assessment will balance four (4) factors:

1. The number or proportion of LEP persons eligible to be served or likely to be encountered;
2. The frequency with which LEP individuals come in contact with the programs, services and activities;
3. The nature and importance of the program or service provided to people's lives; and,
4. The resources available to provide LEP access.

Factor 1: The Number or Proportion of LEP Persons Eligible to be Served or Likely to be Encountered

The Authority will interact with LEP individuals in a variety of ways during the project planning stages and the initial construction. The initial project planning and construction will occur between Merced and Bakersfield California, also known as the Central Valley. The Central Valley is composed of the counties of Merced, Madera, Fresno, Tulare, Kings and Kern. The 2006-2010 American Community Survey 5-Year Estimates--U. S. Census Bureau language demographics for the Central Valley Counties indicate the LEP population with more than five (5) percent of limited English proficiency, is Spanish.

State/County	Population	Spanish LEP Population/%	Asian/Pacific Islander LEP Population/%	Other Languages LEP Population/%
California	34,092,225	4,620,507 13.5%	1,582,972 4.6%	92,898 0.3%
Merced County	228,318	44,210 19.4%	4,928 2.2%	105 0.05%
Madera County	135,784	24,093 17.7%	387 0.3%	245 0.2%
Fresno County	831,261	122,518 14.7%	23,605 2.8%	264 0.03%
Tulare County	389,046	83,226 21.4%	5,316 1.4%	366 0.09%
Kings County	138,520	26,951 19.5%	1,557 1.1%	187 0.1%
Kern County	744,209	121,669 16.3%	8,047 1.1%	1,474 0.2%

As the high-speed rail progresses north and south of the initial project phase, the Authority will complete additional demographic analysis to ensure LEP individuals are accommodated in a language they understand. In addition, while high speed rail operations will occur in the future, the self-assessment and LEP Plan will be enhanced to accommodate the anticipated LEP ridership.

Factor 2: The Frequency with which LEP Individuals Come into Contact with the Authority

The Authority must take into consideration how often various language groups come in contact with its services and activities. The greater the frequency; the greater the need for enhanced language services. To facilitate this guidance, the following activities are considered:

- Review prior experiences with LEP persons.
- Review the Self-Assessment findings.
- Conduct focus group outreach meetings or individual interviews with LEP persons to determine the frequency and importance of contact with the Authority programs and services. This can be accomplished by partnering with community organizations, advertising and hosting the events at times and locations that are convenient and accessible to the LEP population. Interpreters and written materials will be available in the language of the LEP participants.
- Conduct a survey of LEP persons.

The Authority's self-assessment indicates the interaction with LEP who are Spanish-speaking will occur through public participation meetings, Board meetings, hearings, public access to the Authority website, media public service announcements, written materials, brochures intended for public distribution, telephonically, construction signs, Right of Way and Environmental Impact Report activities.

It is important that LEP persons know that language assistance services are available free of charge. The Authority will notify the public of the LEP access through a notice entitled, "*LEP Notification of Free Language Service*" (Attachment 1). Costs for providing language assistance will not be passed on to the customer. With the exception of translating written materials, the cost of language assistance is fairly minimal. Access to language assistance will be provided in notices in a language LEP persons will understand. A language identification list known as "*I Speak Cards*" will be utilized to assist LEP individuals to identify their language needs to Authority staff. In addition, posting notices of language assistance in the Authority's facilities in the most commonly encountered languages will encourage people to self-identify their respective languages. Other types of notifications include:

- Stating in outreach documents (brochures, booklets, pamphlets, website and flyers) that language assistance services are available.
- Working with community-based organizations to inform LEP persons of the availability of language assistance.
- Including public notices in newspapers in languages other than English.
- Providing notices in non-English language radio, newspapers and television stations about the availability of language assistance service for important events.
- Using public service announcements in languages other than English.
- Using a telephone voice menu in the most common languages encountered.
- Providing notices in key languages on the Authority's website.

Factor 3: Nature and Importance of the Services Provided

After reviewing the demographics and the frequency of contact with LEP persons, it is necessary to determine the nature and importance of the services provided by the Authority. The more important the participation and service, the greater the need that language assistance is provided.

During the initial phase of the high-speed rail project, the Authority has determined public participation, during the Environmental Impact Report (EIR), is an important activity to ensure LEP individuals are aware of the Right of Way and EIR processes and have the opportunity to provide input. The EIR process includes a Public Participation Plan that engages the LEP communities, through public meetings with appropriate language interpreters, to provide input to the EIR document.

In addition, as the high-speed rail project becomes operational, the nature and importance of meaningful access to LEP individuals heightens from translating train schedules and routes; to situations that may be life threatening, such as emergency evacuation instructions or security awareness that will be accessible in the languages of LEP persons.

Factor 4: Resources Available to Provide LEP Access

The Authority will identify the resources it will utilize to ensure that LEP persons are provided with language assistance. The Authority will continuously review language assistance tools to improve upon its existing LEP services. A consideration on which additional tools may be used, is dependent upon the Authority's program budget, however, efforts will be made to provide effective and efficient LEP language services. Resource limitations will be well substantiated. The Authority will use the following existing resources:

Bilingual Staffing – For assistance with interpretation, the Authority will establish a list of staff that may volunteer to interpret if needed. These volunteers may be called on for assistance in oral communication. Their activities do not cover translation, although they may review translations. The volunteer bilingual staff language availability will be posted and distributed to Authority staff.

To supplement existing bilingual staff, where possible, the employment of bilingual staff in the programs, will be considered, where the percentage of LEP customers or potential customers is statistically significant, or where the frequency of contact with such persons will provide for efficient and effective communication. A decision to employ bilingual staff will be based on a needs assessment with due consideration given to budget constraints and in accordance with the Authority's policy.

"I Speak" Language Identification List to Identify Languages Spoken – To identify LEP individuals who need language assistance, "*I Speak*" or language identification list can be utilized when first encountering an LEP individual. The language list, developed by the U.S. Census Bureau, has the phrase "Mark this Box if you read or speak (name of language)" translated into 38 different languages, refer to Attachment 2 "*I Speak*". It is used by the government and non-government agencies to identify the primary language of LEP individuals during face to face contact. The Census Bureau's Language Identification I Speak can be downloaded for free at: <http://www.lep.gov/resources/ISpeakCards2004.pdf>. The language list will be available at all public service counters.

Qualified Interpreters – Qualified interpreter means an interpreter who is able to interpret effectively, accurately, and impartially, either for individuals with disabilities (sign language) or for individuals with limited English skills. The interpreter should be able to interpret both receptively and expressively, using any necessary specialized vocabulary. The Authority may contract with a Qualified Interpreter firm to provide this service at public meetings.

Although the use of an interpreter who is qualified is essential, it does not necessarily mean formal certification as an interpreter is required. Certification may be helpful; but, at a minimum, a qualified paid interpreter needs to:

- Be proficient in and have the ability to communicate accurately in both English and in the other language, as well as employ the appropriate mode of interpreting (e.g. consecutive, simultaneous, summarization, or sight translation).
- Have knowledge in both languages of any specialized terms or concepts peculiar to the program.
- Understand and follow confidentiality and impartiality rules to the same extent as an Authority employee for whom they are interpreting or to the extent that their position requires.
- Understand and adhere to their role as interpreter without deviating into a role as counselor, legal advisor, or other inappropriate role.

Telephone Interpretation – The Authority will consider contracting with an Over-the-Phone Interpretation service based on the frequency of calls received from LEP individuals. The Over-the-Phone Interpretation Service provides telephone interpreting services 24 hours a day, 7 days a week, and 365 days a year for calls with LEP individuals. The telephone interpreting services providers offer over 175 interpreter languages and average connections time is 118 seconds in the language requested. Each call using the Over-the-Phone Interpretation Services has a fee and the Authority will research activating the service based on frequency of need when the Authority's existing bilingual resources are not sufficient for the types of language assistance needed.

The use of telephone interpreting services will:

- Increase responsiveness to non-English speaking callers.
 - Increase the ability to communicate equitably with non-English speaking callers.
 - Increase responsiveness in the caller's preferred language.
 - Demonstrate the Authority's efforts to comply with LEP requirements.
 - Measure and report the interpreter services effectiveness.
- Language services should be provided at a time and place that avoids the effect of denying access to the service or benefit of the program; however, in some situations, it may be reasonable to ask the LEP individual to return at a specified date and time to allow time to arrange for interpreter services.

Community Volunteers – Volunteer interpreters from community-based organizations, minority organizations and organizations that assist LEP individuals may be another form of assistance. The Authority will develop a list of organizations that may be utilized as a resource for Community Volunteers.

Translators - As with oral interpreters, translators of written documents should be competent. Many of the same considerations apply, however, the skill of translating is very different from the skill of interpreting, and a person who is a competent interpreter may or may not be competent to translate and vice versa. Particularly when vital documents are being translated; competence can often be achieved by use of certified translators.

Translating Vital Documents - It is important to make an assessment as to the population percentage and the frequency and importance of the contact while considering the potential for translating vital documents. The program areas most likely to encounter the need to translate vital documents are public involvement, EIR, Right of Way acquisitions, public information, and rail project. Examples of vital documents for translation include:

- Applications, consent forms and complaint forms.
- Letters containing important information regarding participation in a program or activity.
- Notices pertaining to reduction, denial or termination of services or benefits and of the right to appeal such actions.
- Notices that require a response from beneficiaries.
- Information on the right to file complaints of discrimination and instructions on how to file.
- Information on the provision of services to individuals with disabilities.
- Notices advising LEP persons of the availability of free language assistance.
- Notices of proposed public hearings regarding proposed high-speed rail plans, projects, or changes.
- Signs in reception areas and other points of public entry.

Whether or not a document (or the information it solicits) is “vital” will depend on the importance of the program, information, encounter, or service involved, and the consequence to the LEP individual if the information in question is not accurate or timely. Where appropriate, program managers are encouraged to create a plan for consistently determining, over time and across their various activities, what documents are “vital” for the meaningful access of the LEP populations they serve. Refer to Attachment 3 for vital documents translated into Spanish.

Awareness of rights and services is an important part of “meaningful access,” as a lack of awareness may effectively deny LEP individuals meaningful access. Where program managers are engaged in community outreach efforts as part of their programs and activities, they should regularly assess the needs of the populations frequently encountered or affected by the program to determine whether certain critical outreach materials should be translated. Community organizations may be helpful in determining what outreach materials may be most helpful to translate, and some translations may be made more effective when done in tandem with outreach methods including using ethnic media, schools and religious and community organizations to spread a message.

Sometimes a very large document may include both vital and non-vital information. This may also be the case when the title and a telephone number for obtaining more information on the contents of the document in frequently encountered languages other than English is critical, but the document is sent out to the general public and cannot reasonably be translated into many languages. In a case like this, vital information may include, for instance, providing information in appropriate languages regarding where an LEP individual might obtain an interpretation or translation of the document.

External Interpreter/Translation Services – The Authority will research, develop and maintain a list of available Interpreter/Translation business services. The list will be distributed to the Authority program managers. The following locales will be used to identify small business Interpreter/Translation Providers.

1. California Department of General Services – Small, Disabled Veteran and Microbusiness Enterprise Directory.
<http://www.bidsync.com/DPXBisCASB>
2. California Unified Certification Program –Disadvantaged Business Enterprise Directory
http://www.dot.ca.gov/hq/bep/find_certified.htm
3. United States Small Business Administration—Central Contractor Registration Directory
<https://www.bpn.gov/ccr/>
4. California Multiple Award Schedule (CMAS)--Translation and interpretation contracts, a search can be made by product/service description or contractor name
<http://www.applications.dgs.ca.gov/pd/search/main.asp>,

Oral Communication - In order to make reasonable efforts to provide language assistance as needed for in-person contacts with LEP individuals, the Authority will use the *I Speak* list to invite LEP individuals to identify their language needs to staff. Refer to Attachment 2 for the 38 languages listed on the *I Speak* list.

The Authority staff will use the following steps to orally communicate with LEP persons.

Walk In Service (Steps 1-7)

The following are suggested examples on how to assist a walk-in LEP customer:

1. Attempt to communicate in English first to determine if the LEP customer can understand English sufficiently to be fully understood.
2. If the LEP customer cannot understand or effectively communicate in English, determine the language he/she is speaking. If you recognize the language the LEP customer is speaking but do not speak the language, skip to Step 4.
3. If you cannot recognize the language the LEP customer is speaking, show the person, the "I Speak Card" so the customer can point to his/her language.
4. Quickly determine if any of the Authority's employees working in the area speak the necessary language and are willing to interpret. If the volunteer interpreter cannot immediately come to the location of the LEP customer, contact the telephone interpreting service to interpret.
5. The telephone interpreting service interpreter is to determine the LEP customer's needs, request, comment or complaint. Determine the appropriate contact to respond and have the interpreter provide a timely and quality response to the LEP customer.
6. Give the LEP customer a Title VI brochure in his/her language, if available.
7. Make every effort to give the LEP customer the same level of service as an English-speaking customer.

Phone In Service (Steps 1-4)

The following are suggested examples on how to assist a phone-in LEP customer:

1. Attempt to communicate in English first. If not possible to effectively communicate in English, determine the language being spoken.
2. Quickly determine if an Authority staff person working nearby speaks the necessary language and ask him/her to interpret. If no one is available to interpret, then utilize the telephone interpreting service to interpret.
3. The telephone interpreting service determines the LEP customer's needs, request, comment, or complaint and relays it to the appropriate contact person to ensure a response is relayed to the LEP customer.
4. Make every effort to give the LEP customer the same level of service as an English-speaking customer.

During the planning and Design-Build phase of the high-speed rail project oral communications will most likely occur through in-person contact or via the telephone. The Authority staff will follow the steps described to ensure meaningful access.

Translation and Interpretations Principles - The Authority must ensure competency of interpreters and translation services. The staff will use the translation and interpretation assistance principles below that should guide each program area in developing its plan to improve access for LEP individuals.

Translation is the rendering of a written text from one language (source language) into another language (target language).

- Each program area should take reasonable steps to ensure that it provides high-quality translation through individuals who are competent to provide those services at a level of fluency, comprehension, and confidentiality appropriate to the specific nature, type, and purpose of the information at issue.
- Demonstrate proficiency and the ability to communicate information accurately in both English and in the other language and are able to identify and employ the appropriate mode of interpreting (e.g., consecutive, summarization, or sight translation.)
- Have knowledge in both languages of specialized terms or concepts of the program/activity.
- Have knowledge of particularized vocabulary and phraseology used by the LEP individual.
- Understand and follow confidentiality and impartiality rules to the same extent the employee for whom they are interpreting and/or to the extent the employee's position requires.
- Understand and adhere to their role as interpreters without deviating into a role as a counselor, legal advisor, etc.
- Allow you to provide service in a timely manner.
- Consider hiring bilingual staff interpreters. This is most helpful when there is a frequent need for interpreting in one or more languages.
- Consider contracting interpreters. Contracting with one of the many community-based organizations and mutual assistance associations who provide interpretation services for particular language groups can be a cost-effective option.

- Consider telephone interpreter lines. This offers speedy interpreting assistance in many different languages. This is particularly appropriate where the mode of communicating with an LEP individual regardless of language proficiency occurs over the phone.
- Consider using community volunteers. This may be particularly useful in providing language access for less critical programs and activities. It is often best to use volunteers who are trained in the information or services of the program and can communicate directly with the LEP individuals in their language.
- Consider using family and friends. The Authority will not rely on a LEP individual's family members, friends, or other informal interpreters to provide language assistance services to important programs and activities; however, where LEP individuals so desire, they should be permitted to use, at their own expense, an interpreter of their own choosing in place of, or as a supplement to, the free language services you offer.
- Ensure the competence of translators:
 - Consider certified translators.
 - Ensure translators understand the expected reading level of the audience.
 - Ensure translators, where appropriate, have fundamental knowledge about the target language group's vocabulary and regionalisms (dialects).

C. TRAINING

The Language Access Coordinator will ensure Authority personnel attend an annual training on language access policies and procedures to ensure that LEP individuals are provided meaningful access to the Authority's programs and services. Training staff on the procedures of providing language assistance and how to determine whether and what type of language services a customer needs is essential to bridging the gap between policies or procedures and actual practices. Training will include how to obtain language assistance services and how to communicate needs to interpreters and translators. Providing language assistance in some program areas may also mean avoiding acronyms or language jargon. The Language Access Coordinator will maintain records of staff who participate in the annual training.

D. MONITORING AND UPDATING THE LEP PLAN

The Language Access Coordinator shall monitor implementation of the LEP Plan, making revisions to policies and procedures periodically as required. In monitoring compliance, an assessment will be made whether the program's procedures allow LEP individuals to overcome language barriers and participate in a meaningful way in the program activities and services.

Monitoring the effectiveness of the LEP Plan includes consideration of information from the following sources and criteria, as well as other factors as may be appropriate:

- Change in demographics including new language groups, types of services, high-speed rail operations and other activities.
- Survey Authority staff on how often they use language assistance services, whether there should be any changes, and if they believe the services are meeting the needs of the LEP communities in the service area.
- Solicit feedback from community-based organizations and other stakeholders about the Authority's effectiveness and performance in ensuring meaningful access for LEP individuals.
- Review and analyze Self-Assessment Four (4) Factor analysis on annual basis.

- Conduct a bilingual language survey, every two (2) years, as instructed by the California State Personnel Board.
- Identify the availability of new resources, including technology.
- Observe and evaluate interactions with LEP individuals.
- Monitor the Authority's response rate to complaints or suggestions by LEP individuals, community members, and employees regarding language assistance services provided.

The Language Access Coordinator will maintain a record of language assistance services provided by the Authority and whether there should be changes to the quantity or type of language assistance services. The monitoring and review of current policies and the types of language assistance services provided shall occur on an annual basis or more frequently if needed.

Data Collection - A tool in determining frequency of contact with LEP individuals is data collection. As soon as the interpreter/translation assistance is provided, the services can be documented by completing a LEP Reporting Form (Attachment 4). Once the form is completed, the program will send the completed form of assistance or contact with LEP individuals to the Language Access Coordinator.

The Authority will submit its accomplishments related to LEP activities in the Title VI Program triennial report to FRA and to the California State Personnel Board, every two years, as appropriate.

E. DEFINITIONS

- **Bilingual** - The ability to speak two languages fluently and to communicate directly and accurately in both English and another language.
- **Interpretation** - The act of listening to spoken words in one language (the source) and orally translating into another language (the target).
- **Limited English Proficient Person** - Any individual who does not speak English as their primary language and who has a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." Such person or persons may be entitled to language assistance at no cost to themselves with respect to a particular type or service, benefit, or encounter.
- **Qualified Interpreter**- Qualified interpreter means an interpreter who is able to interpret effectively, accurately, and impartially, either for individuals with disabilities or for individuals with limited English skills. The interpreter should be able to interpret both receptively and expressively, using any necessary specialized vocabulary.
- **Substantial number of non- or limited-English speaking people** - Members of a group who either do not speak English, or who are unable to effectively communicate in English because it is not their native language, and who comprise five percent or more of the people serviced by any local office or facility of a State agency.
- **Translation** - The replacement of written text from one language into an equivalent written text in another language. It is noted that some LEP persons cannot read in their own language and back-up oral interpretation services may be needed for written documents.
- **Vital Document** -A document that conveys information that critically affects the ability of the recipient/customer to make decisions about his or her participation in the program. Examples of vital documents include but are not limited to: applications, public notices, consent forms, government publications, letters containing important information regarding participation in a program or meeting, eligibility rules, notices pertaining to the reduction, denial or termination of services or benefits, right to appeal, notices advising of the availability of free language assistance, and outreach and community education materials.

EQUAL ACCESS FOR PERSONS WHO ARE LIMITED ENGLISH PROFICIENCY

What is Limited English Proficiency (LEP)?

An LEP individual is a person who is unable to speak, read, write or understand the English language at a level that allows him or her to obtain the services offered by California High-Speed Rail Authority (Authority) to the public.

The Authority provides translation and interpretation services, free of charge:

- ▶ At events sponsored by the Authority for its projects and services
- ▶ Vital Documents

For more information contact:

California High-Speed Rail Authority
Attn: Language Access Coordinator/Title VI Coordinator
770 L Street, Suite 800
Sacramento, CA 95814
(916) 324-1541
TTY: 711

IGUAL NIVEL DE INGLÉS DE ACCESO PARA LAS PERSONAS OMS ESTÁN LIMITADAS

¿Qué es un manejo limitado del inglés?

Un individuo competente inglés limitado es una persona que es incapaz de hablar, leer, escribir o entender el idioma inglés a un nivel que le permite obtener los servicios ofrecidos por el California High-Speed Rail Authority (Authority) al público.

California High-Speed Rail Authority ofrece servicios, gratis, de traducción e interpretación.

- ▶ En eventos patrocinados por California High-Speed Rail Authority para sus proyectos y servicios
- ▶ Documentos Vital

Para más información, el contacto es:

California High-Speed Rail Authority
Attn: Language Access Coordinator/Title VI Coordinator
770 L Street, Suite 800
Sacramento, CA 95814
(916) 324-1541
TTY: 711

**2004
Census
Test**

**United States
Census
2010**

LANGUAGE IDENTIFICATION FLASHCARD

☐

ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية.

1. Arabic

☐

Խոսողո՞ւմ ե՞սք նշողո՞ւմ կատարե՞ք այս քանակություն, եթե խոսողո՞ւմ կա՞մ կարողո՞ւմ եք հայերեն:

2. Armenian

☐

যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন।

3. Bengali

☐

ឈ្មួចញាក់ក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។

4. Cambodian

☐

Motka i kakhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro.

5. Chamorro

☐

如果你能读中文或讲中文，请选择此框。

6. Simplified Chinese

☐

如果你能讀中文或講中文，請選擇此框。

7. Traditional Chinese

☐

Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik.

8. Croatian

☐

Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky.

9. Czech

☐

Kruis dit vakje aan als u Nederlands kunt lezen of spreken.

10. Dutch

☐

Mark this box if you read or speak English.

11. English

☐

اگر خواندن و نوشتن فارسي بلد هستيد، اين مربع را علامت بزنيد.

12. Farsi

<input type="checkbox"/>	Cocher ici si vous lisez ou parlez le français.	13. French
<input type="checkbox"/>	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	14. German
<input type="checkbox"/>	Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	15. Greek
<input type="checkbox"/>	Make kazye sa a si ou li oswa ou pale kreyòl ayisyen.	16. Haitian Creole
<input type="checkbox"/>	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	17. Hindi
<input type="checkbox"/>	Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	18. Hmong
<input type="checkbox"/>	Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet.	19. Hungarian
<input type="checkbox"/>	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	20. Ilocano
<input type="checkbox"/>	Marchi questa casella se legge o parla italiano.	21. Italian
<input type="checkbox"/>	日本語を読んだり、話せる場合はここに印を付けてください。	22. Japanese
<input type="checkbox"/>	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	23. Korean
<input type="checkbox"/>	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກພາສາລາວ.	24. Laotian
<input type="checkbox"/>	Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	25. Polish

<input type="checkbox"/>	Assinale este quadrado se você lê ou fala português.	26. Portuguese
<input type="checkbox"/>	Însemnați această casuță dacă citiți sau vorbiți românește.	27. Romanian
<input type="checkbox"/>	Пометьте этот квадратик, если вы читаете или говорите по-русски.	28. Russian
<input type="checkbox"/>	Обележите овај квадратик уколико читате или говорите српски језик.	29. Serbian
<input type="checkbox"/>	Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	30. Slovak
<input type="checkbox"/>	Marque esta casilla si lee o habla español.	31. Spanish
<input type="checkbox"/>	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	32. Tagalog
<input type="checkbox"/>	ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.	33. Thai
<input type="checkbox"/>	Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	34. Tongan
<input type="checkbox"/>	Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	35. Ukrainian
<input type="checkbox"/>	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	36. Urdu
<input type="checkbox"/>	Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	37. Vietnamese
<input type="checkbox"/>	באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	38. Yiddish



Título VI Denuncia Forma

Título VI de la ley de derechos civiles de 1964 requiere que "ninguna persona en los Estados Unidos, por motivos de raza, color y origen nacional, se excluirá de la participación en, negar los beneficios de o ser objeto de discriminación en cualquier programa o actividad que reciba asistencia financiera federal."

La siguiente información es necesaria para que nos ayuden en el procesamiento de su queja. Si necesita cualquier ayuda para completar este formulario, háganoslo saber.

Completar y devolver este formulario a California High-Speed Rail Authority, 770 L Street, Suite 800, Sacramento, CA 95814.

1. Su Nombre: _____
2. Domicilio: _____
3. Ciudad/Estado/Código Postal: _____
4. Teléfono: _____
5. Persona discriminaciónada:
Nombre: _____
Domicilio: _____
Ciudad/Estado/Código Postal: _____
6. ¿Cuál de los siguientes mejor describe la razón por la que creo la discriminación tuvo lugar? ¿Puede ser porque?
 - a. Raza/Color: ☐
 - b. Origen Nacional: ☐
7. ¿Qué fecha la presunta discriminación llevaron a cabo? _____
8. En sus propias palabras, describir la presunta discriminación. Explicar lo que ocurrió y a quien considera responsable. Utilice hojas adicionales si es necesario.



9. Lista de los usuarios que pueden tener conocimiento de este evento.

Nombre	Domicilio	Ciudad/Estado/Código Postal

10. ¿Han presentado esta queja con cualquier otro federal, Estado o agencia local; o con cualquier tribunal federal o estatal? Sí: ☐ No: ☐

En caso afirmativo, comprobar cada cuadro que se aplica.

Federal ☐ Federal Tribunal ☐ Estado Agencia ☐
Estado Tribunal ☐ Agencia Local ☐

11. Proporcione un nombre de contacto en la Agencia donde se presentó la denuncia.

Por favor su firma: _____ Fecha: _____

Puede adjuntar cualquier mateials escrito u otra información que puede ser pertinente a su queja.



CALIFORNIA FERROVIARIO DE ALTA VELOCIDAD PARTICIPACIÓN PÚBLICA AUTORIDAD ENCUESTA

La siguiente información está coleccionada por el California Ferroviario de Alta Velocidad para cumplir con el Título VI del Acta de Derechos Civiles de 1964, de no Discriminación en programas de asistencia federal. Por favor, tómese unos minutos para integrar las siguientes preguntas. Los datos permitirá identificar los residentes y las comunidades afectadas por proyectos financiados con fondos federales o actividades. Por favor, recuadro las casillas correspondientes con una "X" y devuelva la forma al coordinador del evento. La presentación de esta información es voluntaria. Gracias.

Fecha de hoy: _____

Nombre del evento: _____

Sexo ☐ Femenino

☐ Masculino

Origen étnico ☐ Hispano o Latino

☐ No Hispano o Latino

Raza

☐ Asiático

☐ Africano Americano

☐ Indio Americano/Nativo de Alaska

☐ Blanco

☐ Norteamericano (no Hispano)

☐ Otro _____

☐ Hawaiano o otros isleños del Pacífico

(Vea por favor lado inverso para "Categorías y Definiciones".)

Incapacidad

☐ Sí ☐ No

Edad

☐ Menos de 40 años

☐ Mas de 40 años

Ingresos

☐ Menos de \$22,050

☐ Mas de \$22,051

Idioma

¿Que idioma se habla principalmente en su hogar? _____



¿Qué es la cantidad de personas en su hogar? _____

Las categorías y definiciones

Las categorías de datos mínimos sobre la raza y la etnicidad para las estadísticas federales, programa informes administrativos, y cumplimiento de los derechos civiles de informes se definen de la siguiente manera:

- a. **Indios Americanos, o nativos de Alaska** – una persona que tenga orígenes en cualquiera de los pueblos originarios de América del Norte y del Sur (entre ellas América Central), y que mantiene afiliación tribal o compromiso de la comunidad.
- b. **Asiático** – una persona que tenga orígenes en cualquiera de los pueblos originarios del Lejano Oriente, el Sudeste de Asia o del subcontinente indio incluyendo, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.
- c. **Africano americano** – Una persona que tenga orígenes en cualquiera de los grupos raciales negros de África.
- d. **Hispanos o Latinos** – Una persona de Cuba, México, Puerto Rico, Sur y Centroamérica, o cualquier otra cultura española o de origen, independientemente de la raza.
- e. **hawaianos y otros isleños del Pacífico** – Una persona que tenga orígenes en cualquiera de los pueblos originarios de Hawaii, Guam, Samoa y otras islas del Pacífico.
- f. **Norteamericano (no Hispano)** – Una persona que tenga orígenes en cualquiera de los pueblos originarios de Europa, el Oriente Medio, o el Norte de África.



CALIFORNIA FERROVIARIO DE ALTA VELOCIDAD PARTICIPACIÓN PÚBLICA AUTORIDAD ENCUESTA

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Fecha de hoy: _____

Nombre del evento: _____

Sexo ☐ Femenino

☐ Masculino

Origen étnico ☐ Hispano o Latino

☐ No Hispano o Latino

Raza

☐ Asiático

☐ Africano Americano

☐ Indio Americano/Nativo de Alaska

☐ Blanco

☐ Norteamericano (no Hispano)

☐ Otro _____

☐ Hawaiano o otros isleños del Pacífico

(Vea por favor lado inverso para "Categorías y Definiciones".)

Incapacidad

☐ Sí ☐ No

Edad

☐ Menos de 40 años

☐ Mas de 40 años

Ingresos

☐ Menos de \$22,050

☐ Mas de \$22,051



Idioma

¿Que idioma se habla principalmente en su hogar? _____

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- c. **Africano americano** – Una persona que tenga orígenes en cualquiera de los grupos raciales negros de África.
- d. **Hispanos o Latinos** – Una persona de Cuba, México, Puerto Rico, Sur y Centroamérica, o cualquier otra cultura española o de origen, independientemente de la raza.
- e. **hawaianos y otros isleños del Pacífico** – Una persona que tenga orígenes en cualquiera de los pueblos originarios de Hawaii, Guam, Samoa y otras islas del Pacífico.
- f. **Norteamericano (no Hispano)** – Una persona que tenga orígenes en cualquiera de los pueblos originarios de Europa, el Oriente Medio, o el Norte de África.

Sumario Ejecutivo

UN EJEMPLO

Mejor. Más Rápido. Más barato.

Ese ha sido el encargo a la Autoridad del tren de alta velocidad del Estado de California (CHSRA/Autoridad) al revisar el bosquejo de negocios 2012 (el bosquejo del Plan). Luego de la publicación del bosquejo del Plan el 1^{ro} de noviembre 2011, El Gobernador Jerry Brown afirmó la importancia de proseguir con el Tren de Alta Velocidad (HSR) como una inversión importante para el futuro de California. Pero, él y otros han solicitado cambios al Plan para que la utilidad del sistema y su conectividad con Sistemas de ferrocarriles regionales/locales sean mejorados; de tal manera que los californianos perciban los beneficios más pronto y en consecuencia, los costos a los contribuyentes sean disminuidos.

La responsabilidad de la Autoridad, tal como lo establece la propuesta 1A, es clara, implementar el programa aprobado por los votantes.

Es la intención de la legislatura mediante la promulgación de este capítulo y del pueblo de California mediante la aprobación de la iniciativa electoral conforme a este capítulo iniciar la construcción de un sistema de tren de alta velocidad que conecte San Francisco Transbay Terminal con la Union Station de Los Ángeles y Anaheim y conecte a los centros de población más importantes del Estado, incluyendo Sacramento, el área de la Bahía de San Francisco, Central Valley, Los Ángeles, Inland Empire, Condado de Orange y San Diego...

El bosquejo del Plan planteó un mapa de ruta de la manera en que tal programa de alta velocidad podría ser implementado. En seguida de darlo a conocer, la Autoridad solicitó, revisó, y consideró la amplia gama de comentarios de las partes interesadas. Se llevaron a cabo reuniones públicas para recibir comentarios en Sacramento, Merced y Los Ángeles. El Plan fue el foco de varias audiencias legislativas que incluyeron la participación pública. Se llevaron a cabo varias juntas y discusiones en el estado con una amplia gama de interesados. Se recibió la aportación de la Oficina Revisora de California del Tren de Alta Velocidad de California, la Oficina de Análisis Legislativo, y la Oficina de Auditorías del Estado. Más de 250 comentarios se enviaron a la autoridad a través de su sitio web y de cartas.

Hubo un amplio reconocimiento en cuanto a que el bosquejo del Plan era una mejora sobre las versiones anteriores; que era realista, transparente y que presentaba medios lógicos y factibles para entregar el programa a través de su implementación por fases. Ese realismo y transparencia también significaron que el público y los responsables de tomar las decisiones se confrontaran con costos más altos, períodos de tiempo más largos y una evaluación franca de las perspectivas de financiamiento, que incluyen temas polémicos a nivel federal.

Las críticas, comentarios y sugerencias arrojaron un número de temas consistentes:

- Se expresó un soporte amplio a la estrategia de implementación por fases para la entrega del sistema
- El costo por la implementación total del sistema era muy alto
- Un enfoque combinado tanto en la construcción como en las operaciones, reducir costos e impactos es la ruta preferida para proseguir



California High-Speed Rail Authority (Autoridad)

¿QUÉ ES EL TÍTULO VI?

El Título VI es un apartado de la Ley de Derechos Civiles de 1964 que requieren no discriminación en proyectos subvencionados por el Gobierno Federal.

“En los Estados Unidos, no se podrá discriminar un nadie ni negarle la participación o las prestaciones ofrecidas por ningún programa o actividad financiados por el gobierno federal en razón de su raza, color o país de origen” (Título 42 del Código de los Estados Unidos, 2000d de Artículo)

Asimismo, el Decreto 12898, Medidas del gobierno federal para lograr la justicia ambiental entre grupos minoritarios y de bajos ingresos de 1994, dispone lo siguiente:

“La justicia ambiental deberá contarse entre los bojetivos demisión de todos los organismos federales. A tal fin, deberán identificary y resolución, según corresponda, los efectos desproporcionadamente tumbas y adversos de sus programas, políticas y actividades sobre la salud o el medio ambiente de los grupos minoritarios o de bajos ingresos de la población.”

Las normas relacionadas ofrecen protección contra la discriminación por sexo, edad o discapacidad en el marco de programas financiados por el Gobierno Federal.

¿QUÉ SIGNIFICA ESTO?

Significa que se presentación por garantizar el acceso y el uso de todos los programas, prestaciones o servicios derivados de las actividades de la raza, color, país de origen, sexo, edad, discapacidad o condición socioeconómica.

La Autoridad no tolerará ningún acto de discriminación por parte de sus empleados o de los beneficiarios de financiamiento Federal, como por ejemplo, contratistas, consultores, agencias de planificación o cualquier otro beneficiario del financiamiento federal para autotistas. La Autoridad prohíbe cualquier acto de discriminación que pueda dar lugar una:

- Denegación de cualquier prestación, ayuda económica o servicio ofrecido por el programa al cual la persona tiene derecho a acceder;
- Aplicación de distintas normas o requisitos para la participación;
- Trato por separado en cualquier sección del programa;
- Diferencias en la calidad, cantidad o forma en se brinda la prestación;
- Discriminación en cualquiera de las actividades desarrolladas en un establecimiento construido, en su totalidad o en parte, con fondos federales.

Para garantizar el cumplimiento de las disposiciones establecidas en el Título VI, en las normas complementarias y en el Decreto Presidencial sobre Justicia Ambiental, la Autoridad implementará las siguientes medidas:

- Evitar o reducir los efectos nocivos sobre la salud y el medio ambiente de los grupos minoritarios y de bajos ingresos de la población;
- Garantizar la participación plena e igualitaria de todos los grupos de la comunidad, incluidos los grupos minoritarios y de bajos ingresos, en el proceso de toma de decisiones relativas al transporte;
- Evitar la denegación, reducción o demora significativa en la recepción de prestaciones por parte de los grupos minoritarios y de bajos ingresos de la población.

Asimismo, todos los beneficiarios de financiamiento federal, tienen la responsabilidad de administrar sus programas y actividades pecado discriminar por raza, color, país de origen, sexo, edad, discapacidad o condición socioeconómica.

PRESTACIONES Y SERVICIOS

La misión de la Autoridad es brindar un los habitantes de California un sistema de transporte multimodal seguro, eficiente y efectivo. El trabajo está orientado un satisfacer las necesidades de transporte de los habitantes pecar distinción de raza, color, país de origen, sexo, edad, discapacidad o condición socioeconómica.

¿CREE QUE SUS DERECHOS ESTÁ?

Si considera que lo han discriminado por su raza, color, país de origen, sexo, edad, discapacidad o condición socioeconómica, puede presentar una denuncia por escrito ante la

California High-Speed Rail Authority

Attn: Title VI Coordinator

770 L Street, Suite 800

Sacramento, CA 95814

Teléfono 916-324-1541

Fax 916-322-0827

La Autoridad se da de una Investigación de Denuncias por Discriminación entre 15 días. A lo menos la denuncia sera completara en 180 días.

Este folleto está disponible en formatos alternativos a petición. Para mas informacion in Español puede hablar a 916-324-1541. Estos servicios son gratis.

LIMITED ENGLISH PROFICIENCY (LEP) REPORTING FORM

PROGRAM NAME: _____ DATE: _____

HOW DID THE LEP INDIVIDUAL(S) CONTACT YOU?

WALK-IN: _____ TELEPHONE: _____ IN WRITING: _____

EVENT: _____ (Name and date of event)

WHAT LEP LANGUAGE WAS USED? _____

HOW WAS THE INTERPRETER or TRANSLATION SERVICES PROVIDED?

- EMPLOYEE _____
- VOLUNTEER _____
- CERTIFIED INTERPRETER/TRANSLATOR _____
- LANGUAGE LINE TELE-INTERPRETER SERVICE _____
- OTHER (PLEASE SPECIFY) _____

WHAT ASSISTANCE WAS PROVIDED? _____

HOW MANY LEP INDIVIDUALS REQUESTED AND RECEIVED ASSISTANCE? _____

LENGTH OF TIME TO PROVIDE SERVICE _____

DO YOU HAVE RECOMMENDATIONS TO IMPROVE THE LEP ASSISTANCE PROVIDED OR REQUESTED?

Name of Person Completing Form

PLEASE MAIL, FAX OR EMAIL COMPLETED FORM(S) TO:

California- High Speed Rail Authority
Attn: Language Access Coordinator/Title VI Coordinator
770 L Street, Suite 800
Sacramento, CA 95814

(916) 324-1541 Fax (916) 322-0827